DOCUMENT RESUME

ED 404 194 SO 023 382

AUTHOR Wasserman, Nora M. Fraser
TITLE Sexual Harassment in the 90's.
PUB DATE 93
NOTE 27p.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary Secondary Education; *Females; Government Role; Government School Relationship; Higher Education; Law Related Education; *Sex Fairness; *Sexual Harassment; Social Change; Student Reaction; *Teacher Attitudes; *Work Environment
IDENTIFIERS *Title IX Education Amendments 1972

ABSTRACT

This document discusses the developing law of sexual harassment. Sexual harassment is discussed not only in the school environment, but also in the workplace. Two legally recognized forms of sexual harassment are described: (1) quid pro quo, or demanding sexual favors in exchange for grades, raises, promotions; and (2) the hostile environment claim, in which sexual harassment is so pervasive that even women not being directly subjected to sexual advances suffer because of the atmosphere. The document explains each form, the criteria for determining sexual harassment, and what a plaintiff must prove in order to make a claim against an employer. Title IX is discussed as it affects educational institutions receiving federal funds. The paper describes how Title IX is enforced and suggests steps an employee or student should take in response to sexual harassment. The guidelines for determining what constitutes sexual harassment that were issued by the U.S. Department of Education Office of Civil Rights and the Equal Employment Opportunity Commission are included. The grievance process is discussed, including how it works, how a complaint is filed, why students should report sexual harassment, how institutions should deal with sexual harassment, and considerations for developing an institution's sexual harassment grievance procedure. Statistics on sexual harassment in the United States is included. A question and answer section on what students should know about sexual harassment is followed by some common myths about harassment. Lists of resources are provided. (DK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 404 194

Sexual Harassment in the 90's

by
Nora M. Wasserman

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

NORA M. FRASER

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

SO 023 387

BEST COPY AVAILABLE

Sexual Harassment in the 90's
By: Nora M. Wasserman
© 1993

What is Sexual Harassment?

The dictionary defines sexual harassment as an aggressive, sexually motivated act of physical or verbal violation of a person over whom the aggressor has some power. Sexual harassment of women in the workplace is against the law, because it represents an abridgment of the victim's right to equal opportunity, privacy, and freedom from assault.

Sexual harassment is experienced by millions of women in this country. While some forms of it are probably not prohibited by law like cat calls and obscene leers on the street. The term "sexual harassment" encompasses a broad range of unwelcome acts that focus on women's sexuality, rather than on their contributions as employees. The legal definition of sexual harassment is: "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any one or all three criterias are met:

1. Submission to such conduct is made either explicitly, or implicitly a term condition of the individual's employment.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile of offensive work environment. (29 C.F.R. 1604.11(a)).

Sexual harassment also includes harassment, not sexual in nature, that would not occur but for the sex of the employee. These acts may be visual such as leering, ogling and physical gestures conveying a visual meaning, verbal derogatory remarks and innuendos, jokes and outright verbal abuse. Physical from pinching and fondling to rape. Sexual harassment also includes requests for sexual relations combined with explicit or implicit threats of adverse job consequences if the women refuses.

Sexual harassment of students in a real and increasingly visible problems of serious consequence in higher education. A sexual harassment experience can affect all aspects of a student's life: it can threaten a student's emotional well-being, impair academic progress and even inhibit the attainment of career goals.

Most sexual harassment incidents involve a male harasser and a female victim, although there have been several reported cases involving female harassers and male victims as well as same-sex harassment. Other forms of discrimination, such as that based on race, may be combined with an incident of sexual harassment and further compound the severity of its effect and the difficulty of its resolution. Whatever the circumstances, academic institutions must address the problem in order to ensure all students a just and equal learning opportunity.

The courts have recognized two forms of sexual harassment claims under Title VII of the Civil Rights Act of 1964: the "quid pro quo" claim, and the "hostile environment claim. The "quid pro quo" claim (literally "this for that") involves harassment in which a supervisory employee demands sexual favors in exchange for job benefits over which that supervisor has some control or influence. By conditioning some aspect of employment on submission to sexual demands, the supervisory employee imposes on females an additional burden as a prerequisite to employment which men need not suffer, the employer may be sued for this action of its agent.

1. **"Quid pro quo" Harassment**

To prove a quid pro quo sexual harassment claim, the plaintiff must prove:

(a) That the employee was a member of a protected class under the statute (e.g., her employer has 15 or more employees or is a government employer);

(b) That the employee was subjected to unwelcome conduct;

(c) That the harassment complained of was based upon the sex of the plaintiff (i.e., conduct involved sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature, or the harassment was non-sexual but only one sex was targeted for abuse);

(d) The employee's submission to the unwelcome conduct was an express or implied condition for receiving job benefits or the employee's refusal to submit to the harassing demands resulted in a triangle job detriment; and

(e) The harassment was carried out by an employer or agent of that employer

Title IX And Sex Discrimination:

Discrimination in educational institutions and agencies is against the law. Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal Financial assistance. . .

In and August 1981 policy memorandum, the Office for Civil Rights (OCR) of the U.S. Department of Education reaffirmed its jurisdiction over sexual harassment complaints under Title IX and adopted the following working definition:

> Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by and employee or agent of a recipient that denies, limits, provides different, or conditions that provision of aid, benefits, services or treatment protected under Title IX.

Education Programs And Activities Covered By Title IX:

Agencies and institutions which receive ED funds that are covered by Title IX include:

(a) 50 state education agencies, their sub-recipients, and vocational rehabilitation agencies

(b) The educational and vocational rehabilitation agencies of the District Of Columbia and of the territories and possessions of the United States; 16,000 local education systems, 3,200 colleges and universities; 10,000 proprietary institutions; and other institutions, such as libraries and museums, that receive ED funds.

Programs and activities which receive ED funds must operate in a non-discriminatory manner. These may include, but are not limited to:

(a) Admissions

(b) Recruitment

(c) Financial Aid

(d) Academic Programs

(e) Student Treatment and Services

(f) Counseling and Guidance

(g) Discipline

(h) Classroom Assignment

(i) Grading

(j) Vocational Education

(k) Recreation

(l) Physical Education

(m) Athletics

(n) Housing and Employment

Also, a recipient may not retaliate against any person because he or she opposed an unlawful educational practice or policy, or made changes, testified or participated in any complaint action under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX. The ED Title IX regulations, (Volume 34, Code Of Federal Regulations, Part 106).

The Office For Civil Rights Enforces Title IX

The Office For Civil Rights (OCR) in ED is responsible for enforcing Title IX. OCR's responsibility to ensure that institutions which receive ED funds comply with Title IX is carried out through compliance enforcement. The principle enforcement activity is the investigation and resolution of complaints filled by people alleging sex discrimination. Also, through a compliance review program of selected recipients, OCR is able to identify and remedy sex discrimination which may not be addressed through complaint investigations. Compliance reviews differ from complaint investigations in that OCR had discretion in selecting the institutions for review to assess their compliance with Title IX.

Given the large number of institutions under its jurisdiction, OCR is unable to investigate and review the policies and practices of all institutions receiving ED financial assistance. Therefore, through a program of technical assistance, OCR provides guidance and support to recipient institutions to assist them in voluntary complying with the law. OCR also informs beneficiaries of Title IX, such as students and applicants for admission to academic programs, of their rights under Title IX.

OCR has investigated amd worked with state and local officials to resolve many kinds of civil rights programs, including the following:

(a) In some university athletic programs, providing female athletes less than their fair share for the funds available for athletic scholarships.

(b) In some colleges, providing female teachers less pay then their male counterparts in similar teaching positions.

(c) In some school systems, discriminating against women in selection for certain administrative positions, such as that of school principal.

The "hostile work environment" claim involves unwelcome behavior of a sexual nature which creates an intimidating, hostile, or offensive work environment or has the effect of unreasonably interfering with an individual's work performance. Although the quid pro quo claim is limited to harassment by one with authority to make substantive employment decisions (e.g., a supervisor with authority to hire, fire, promote, etc.), the hostile environment claim includes unwelcome behavior of a sexual nature by anyone in the workplace, if the employer or its agents know or reasonably should have known about the harassing conditions regardless of who created those conditions. The taxonomy of "quid pro quo" and "hostile work environment" cases describes categories of behavior that fall on a continuum and not into clearly separate and distinct divisions.

To prove hostile work environment claim the plaintiff must prove:

(a) That the employer is a member of a protected class;

(b) That the employee was subject to sexual harassment in the form of unwelcome sexual or sex-based conduct in the workplace;

(c) That the conduct complained of was sex-based;

(d) That the harassment explicitly altered the terms or conditions of employment based upon sex, or was sufficiently severe or pervasive to have the purpose of effect of unreasonably interfering with the employee's job performance, or creating an intimidating, hostile or offensive work environment, and

(e) That the employer knew or should have known of the harassment and failed to take prompt effective remedial steps.

According to guidelines issued by the U.S. Department of Education Office of Civil Rights and the Equal Employment Opportunity Commission, behavior constitutes sexual harassment in an academic setting when:

1. The person engaging in such behavior explicitly or implicitly makes your submission to it a term or condition of your employment or academic standing.

2. The person engaging in such behavior makes decisions affecting your employment or academic standing.

3. The person's behavior is an attempt to interfere, or has the effect of interfering, with your work or academic performance, or creates an intimidating, hostile, or offensive working or learning environment.

4. A man as well as a women may be the victim of sexual harassment, and a women as well as a man may be the harasser.

5. The harasser does not have to be the victim's supervisor. She or he may be an agent of the employer, a supervisory employee who does not supervise the victim, a non-supervisory employee, (co-worker), or, in some circumstances, even a non-employee.

6. The victim does not have to be of the opposite sex from the harasser. Since sexual harassment is a form of sex differently from members of the other sex. The victim and the harasser may be of the same sex where, for instance, the sexual harassment is based on the victims sex not on the victim's sexual preference and the harasser does not treat employees of the opposite sex in the same way.

7. The victim does not have to be the person at whom the unwelcome sexual conduct is directed. She or he may also be someone who is affected by such conduct when it is directed toward another person. For example: the sexual harassment of one female employee may create an intimidating, hostile, or offensive working environment for another female or male co-worker.

Questions And Answers About Sexual Harassment Of Students:

1. **What is an institutions legal responsibility to respond to allegations of sexual harassment?**

   The responsibility is the same as it would be for any other sex discrimination complaint filed under Title IX. An institution can either utilize its general grievance procedure, required by Section 106.8 of the Title IX regulation, or develop and implement special procedures for handling sexual harassment allegations. Given the especially sensitive nature of this form of sex discrimination, some institutions have opted for latter course of action and/or have instituted specific training in handling these cases. Title IX requires that grievance procedures be prompt and equitable.

2. **What can a student who is confronted by sexual harassment do?**

   There are many courses of action that a student can take in responsible to a sexual harassment experience. They include seeking advice informally, requesting third-party intervention, filling a formal complaint. For example, a student can do one or more of the following:

   (a) Tell the harasser (in person or by letter and when it is reasonably certain that such action will not jeopardize the student's personal safety, academic status or professional future) that the behavior is neither humorous nor welcome and should cease immediately.

   (b) Seek support from a friend, colleague or counselor.

   (c) Keep a written record, documenting, as precisely as possible, what happened, when it took place, the names of the witnesses, if any, the student's response, and any other information that may be helpful later.

   (d) Find out whether other students and/or employees have also been harassed and whether they could offer corroborating testimony.

   (e) Seek advice on how to deal with the situation from a supportive and knowledgeable person.

(f) Find out what the campus Grievance Process is and discuss the options with an advisor and/or friend.

(g) File a complaint with the institution and/or with the Office for Civil Rights.

3. **How does the grievance process work?**

There are many types of grievance procedures. Thus, it is difficult to describe the specific steps that would occur if a student decided to take action following a sexual harassment experience.

An exemplary procedure would provide the student with a variety of sources of initial, confidential and informal consultation concerning the incident(s), without committing the individual to the formal act of filling a complaint with its required subsequent investigation and resolution. Following informal consultation, a student could then decide whether to:

(a) Do nothing (rarely recommended)

(b) Take personal action (such as a letter to the harasser)

(c) Request informal third-party mediation; or

(d) File a grievance which initiates formal investigation and resolution and resolution of a complaint

Title IX mandates that all such complaints be investigated and resolved in a "prompt and equitable" manner. In some procedures, a single individual conducts the investigation; on others, it is accomplished by committee.

Investigating sexual harassment complaints often requires inquires into interpersonal relations and may also involve professional ethics, behavior and judgment. Awareness of and sensitivity to the potentially negative effect on the lives and careers of both parties involved is of great importance in handling an investigation. Where there is evidence to substantiate a charge of sexual harassment, the institution must take immediate action to stop and prevent further harassment, as well as initiate appropriate remedial measures.

4. **How does a student file an OCR complaint?**

The OCR complaint procedure is initiated by a letter to the OCR regional office serving the Department of Education administrative region where the college or university is located. The letter should include the name, address and daytime telephone number of the student, and provide the date(s) of, and sufficient information about, the alleged incident(s) so that OCR can understand the nature of the complaint.

The complaint should be filed within 180 days from the last date of the alleged discrimination, unless the time for filling is extended by the responsible Department official or his designee.

One reason for extending the time for filing is if a student uses a post-secondary educational institution's internal grievance procedure, and then desires to file with OCR, such complaints of an internal grievance procedure. Where OCR has jurisdiction, its investigation is limited to those allegations in the internal grievance procedure.

As a policy, OCR does not reveal the names or other identifying information about an individual unless it is necessary for the completion of an investigation or for enforcement activities against an institution that violates the law. OCR never reveals to an institution under investigation the identity of the person first gives OCR written consent to do so.

A student is not required by law to utilize the institutional grievance procedure before filing a complaint with OCR. However, in some institution, filling a complaint with OCR precludes any further use of the institutional grievance procedures. Thus, a student does not need to know what, if any, impact this action will have on utilizing or continuing the institutional grievance process.

5. **Why should a student report a sexual harassment experience?**

The impact of sexual harassment on a student's educational progress and/or attainment of future goals can be significant and should not be underestimated. As a result of a sexual harassment experience, a student may, for example:

(a) Receive an undeserved grade in a critical course

(b) Have to seek a new academic advisor

(c) Find it necessary to choose a new thesis topic

(d) Drop out of a chosen filed of study

(e) Transfer to another college or university

(f) Be unable to obtain customary job referrals and references; and

(g) Experience adverse emotional effects

Harassing behavior, if ignored or not reported, is likely to continue and become worse rather than "go away." In addition, unless a sexual harassment experience is reported, the institution cannot take remedial action.

6. **What is the best way for an institution to deal with sexual harassment?**

The Title IX regulation requires institutions to adopt and publish grievance procedures that provide for the prompt and equitable resolution of sex discrimination complaints. To comply with the requirement, an institution must:

(a) Ensure that its Title IX grievance procedure is suitable and adequate for dealing with sexual harassment complaints; and

(b) Ensure that the grievance procedure is publicized and accessible to the entire academic community.

In addition to responding to incidents that have already occurred, steps could be taken to prevent sexual harassment. To help prevent sexual harassment, an institution could:

(a) Issue and disseminate an explicit statement which affirms its position that sexual harassment is a violation of institutional policy and will not be tolerated;

(b) Develop and adopt a working definition that identifies conduct that would be considered harassment; and

(c) Develop methods to inform new administrators, faculty and students of the institution's sexual harassment policy and grievance procedures.

In the final analysis, adoption of strong preventative measures is the best way to confront sexual harassment. Additionally, the Supreme Court has affirmed the right of an individual to pursue private legal action under Title IX. In the event of a lawsuit, previously instituted preventative measures may also serve to reduce institutional liability resulting from acts of sexual harassment.

Suggested Considerations When Developing An Institution's Sexual Harassment Grievance Procedure

The Title IX regulation requires institutions to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints. With the exception of the prompt and equitable requirements, the following questions represent only suggestions when developing a sexual harassment grievance procedure.

(a) Is the grievance procedure flexible enough to accommodate the wide range of incidents of sexual harassment?

(b) Is the grievance procedure coordinated with other institutional grievance procedure systems?

(c) Can a student be accompanied by a friend or advisor throughout the complaint process?

(d) Does the grievance procedure provide and opportunity for informal consultation and, where appropriate, informal resolution before moving into formal procedures?

(e) After initial contact in the grievance procedure, does the complaint have:

(a) Control over whether or not further institutional action will be taken; and

(b) An opportunity to participate in decision making regarding the method for resolving the matter?

(f) Is the grievance procedure process credible to the constituency it is designed to serve?

(g) Are persons of authority, credibility and sensitivity involved in the grievance procedure process?

(h) Does the grievance procedure adhere to the Title IX regulations?

(i) Does the grievance procedure provide for independent and impartial investigation which procedures persuasive findings based on:

(a) Thorough fact finding;

(b) Careful, review; and

(c) Opportunity for appeal?

(j) Is every effort made to protect the confidentiality of the parties?

(k) Is the opportunity for reprisal and retaliation minimized?

(l) Does the grievance procedure provide prompt and equitable resolution of the complaint?

(m) Are there time frames in the grievance procedure by which a complaint should be investigated and resolved?

(n) Is a thorough yet timely remedy possible within the established timetable?

(o) Does the grievance procedure include appropriate remedy fort he complaint and institutional corrective action where there is a finding of sexual harassment?

(p) Does the grievance procedure include provisions for quality control, tracking, record keeping and data retrieval?

Levels of Harassment:

Gender Harassment:

Generalized sexist remarks and behavior which convey insulting, degrading, or sexist attitudes.

Seductive Behavior:

Unwanted, inappropriate, and offensive physical or verbal sexual advances.

Sexual Bribery:

Solicitation of sexual activity or other sex-linked behavior by promise of reward.

Sexual Coercion:

Coercion of sexual activity or other sex-linked behavior by threat of punishment.

Sexual Assault:

Assault or rape

Recent Research Revealed That:

1. In a 1990 U.S. Defense Department study, 64% of military women say they have experienced such abuse.

2. In 1987, 42% of all women and 14% of all men surveyed, reported that they had experienced some form of uninvited and unwanted sexual attention. In the same study, 35% of all female and 12% male respondents stated that they experienced some type of "unwanted sexual teasing, jokes, remarks or questions. Approximately .8% of all females and .3% males stated they experienced "actual or attempted rape or assault".

3. Of 265 women graduate students surveyed, 21% reported that they had not enrolled in a course in order to avoid harassment.

4. 11.3% had reported the harassment

5. 2.6% dropped a course because of harassment.

6. 15.9% were directly assaulted.

7. 53% of working women surveyed in a Los Angeles study reported being fired or losing a raise or promotion for refusing to comply with requests for sexual relationships.

8. Study after study indicates that sexual harassment occurs frequently in the work place. In some surveys, as many as 90% of women asked, say they have been sexually harassed. In the same studies, 50%, 40% and 20% of women say they have been sexually harassed in their places of employment.

9. Of the 229 women members of the Division of Community of Psychology of the American Psychological Association:
   a. 75% experienced joke with sexual themes during their graduate training.
   b. 68.9% were subjected to sexist comments demeaning to women.
   c. 57.8% reported experiencing sexist remarks about their clothing, bodies, or sexual activities.

10. Of 552 undergraduate women students:
   a. 16% reported instructors using sexist or pornographic teaching materials.
   b. 20% reported unwelcome seductive behavior.
   c. 8% reported unwanted attempts to touch or fondle them.
   d. 38% reported sexist remarks about their career options
   e. 31% reported that professors made crudely sexual remarks toward them.

The Common Forms of Harassment?

. Insistent invitations for drinks, dinner, dates
. Unwanted touching
. Obvious sexual gestures
. Uninvited visits to someone's hotel room during conferences
. Offensive graffiti
. Threats of physical assault
. Sending lewd cartoons, cards, presents, or letters
. Subtle or overt pressure for sexual interactions
. Assault and Rape
. Sexist comments

Points students should know about sexual harassment:

1. **What is sexual harassment in the academia?**

   It consists of many different types of behavior from sexual statements to unwanted sexual advances to sexual bribery (rewards for sex) and sexual coercion. It generally refers to harassment of students by faculty or other university employees.

2. **Is sexual harassment in academia commonplace?**

   Yes. Studies have indicated that 30% to 50% of female undergraduates experience sexual harassment.

3. **What should a student do if sexually harassed?**

   Advise the harasser in writing of the un-exceptability of his/her conduct and keep a copy of the letter. If this is not successful, advise the educational institution of your grievance and utilize grievance procedures or your legal remedies.

4. **Do most educational institutions have policies, or sexual harassment and grievance procedures?**

   Yes, most universitates do, however, if yours does not, you should work for the adoption of both a policy on sexual harassment and a grievance procedure.

5. **If a professor implies that you might receive better grades if you have a date with him, is he or she engaging in sexual harassment?**

   Yes.

6. **If a professor repeatedly asks your for a date is he or she engaging in a form of sexual harassment?**

   Yes.

7. **If a professor shows favortisim to a student of the opposite sex do you have a grievance?**

   Yes. If you are not receiving equal treatment.

8. **May a student sue the educational institution for sexual harassment by a professor?**

   Yes. The educational institution is responsible if it knew or should have known, or if it did to little to resolve the charges.

9. **If I am sexually harassed should I keep a written record?**

   Yes. With the date, time, place, witnesses and description of the sexual harassment.

Myths and Realities:

Myth: You haven't been sexually harassed unless you've been physically assaulted.

Fact: Most sexual harassment is far more pervasive and less obvious than physical assault. Outright propositions or threats demanding sexual activity in exchange for favors such as a good grade, subtly demeaning behavior including sexist jokes and assumptions, and unwelcome physical gestures like leering, brushing up against you, squeezing, and pinching are all forms of sexual harassment.

Myth: Sexual harassment affects only a few persons:

Reality: The most comprehensive study of sexual harassment to indicates that 30% of women students are harassed by at least one instructor or professor during their four years in college. When the definition of sexual harassment is expanded to include gender harassment, nearly 70% of women students have been affected. These percentages represent hundreds of thousand of women students in the United States who experience some form of sexual harassment in their college years.

Myth: Sexual harassment happens only to women who encourage it. It would stop if they wanted it to.

Reality: Sexual harassment does not occur because women dress provocatively or explicitly initiate sexual activity in the hope of getting a good grade. Sexual harassment is unwelcome. Many harassers are reportedly to **"NO"** but do not stop. NO is too often heard as **YES.**

Myth: If you ignore sexual harassment it will go away.

Reality: No, it won't. Generally the harasser is a repeat offender who will not stop on his own. Ignoring such behavior may be seen as assent or encouragement.

Myth: Sexual harassment is relatively harmless.

Reality: The psychological consequences of harassment are devastating. Women students' physical and emotional reactions to such experiences include depression, decreased motivation, listlessness, insomnia, headaches, and other physiological complaints. Sexual harassment makes women feel embarrassed, tense, frustrated, pressured, and nervous.

Myth: Sexual harassment does not affect women's career goals.

Reality: As a result of sexual harassment women have forfeited research, work, and even careers. Women report avoiding classes or working with certain instructors because they risk being subjected to sexual harassment. Many women change their majors or educational programs because of sexual harassment. Sometimes they simply drop out of college entirely. Sexual harassment can damage a women's sense of competence and self-esteem.

Whether male or female, victims of sexual harassment are encouraged to take steps to protect themselves and their jobs. "I would advise people to be very clear and direct about their position, about what they want in professional relationships, and avoid double messages. Emphatically say, "NO, I'm not interested". "Be clear".

"If the harassment continues, the victim is advised to document the incidents by keeping a dairy, tell someone such as a supervisor or co-worker. Make a former complaint with the employer, EEOC or other appropriate agency.

Men and women of all degree, agree that the current sensitivity to sexual harassment that has swept the nation is a positive development that was long overdue. Men are attempting to keep their raunchy jokes and profane comments to themselves. Most understand that women are not to be fondled, pinched, or propositioned. Men are opening up and reexamining how to relate to women in the workplace. This can only have a positive consequences for everyone.

For Information And/Or Materials on Sexual Harassment You May Contact:

Region II
New Jersey, New York, Puerto Rico, Virgin Islands
Regional Civil Rights Director
U.S. Department Of Education
Office For Civil Rights, Region II
26 Federal Plaza
New York, NY 10278-0082
(212) 264-4633
(212) 264-9464 (TDD)

New York EEOC Offices, State and Local FEP Agencies

EEOC
28 Church Street
Room 301
Buffalo, NY 14202
(716) 846-4441

EEOC
90 Church Street
Room 1501
New York, NY 10007
(212) 264-7161

EEOC
270 Broadway, 9th Floor
New York, NY 10007
(212) 587-5041

Alfred E. Smith State
Office Building
25th Floor
Albany, NY 12225
(518) 474-2705

164 Hawley Street
Binghamton, NY 13901
(697) 773-7713

851 Grand Concourse (161st Street)
Bronx, NY 10451
(212) 870-8650

1360 Fulton Street, 4th Floor
Brooklyn, NY 11216
(718) 622-4600

65 Court Street
Buffalo, NY 14202
(716) 847-7621

State Office Building
Veterans Highway
Hauppauge, NY 11787
(516) 538-1360

100 Main Street, 2nd Floor
Hempstead, NY 11550
(516) 538-1360

120-55 Queens Boulevard
Kew Gardens, NY 11424
(718) 520-3373

120 Borough hall
Staten Island, NY 10301
(718) 622-4600

30 Gleen Street, 3rd Floor
White Plains, NY 10603
(914) 949-4394

News Articles:

Schools Are Newest Area For Sex-Harassment Issues
By: Jane Gross
The New York Times, March 11, 1992

Staff Training Helps Avoid Harassment Lawsuits
School Law News, March 13, 1992

Teachers Are 'Public Officials' Conn. Court Rules
BY: Daniel Gursky
Education Week, April 15, 1992

Sexual Harassment 101
By: Janet Wickenhaver
Manhattan Spirit, June 8, 1992

Connecticut Q&A: Eve Hendricks--Sexual Harassment Creates A 'Chilly Climate'
By: Marcia B. Saft
The New York Times, January 5, 1992

Sexual Harassment Charges At DHS Spur Administrative Action
By: Michelle Gelormine
Darien CT News-Review, March 2, 1991

College Sexual Assault Workshop
The Washington Post, June 30, 1991

It Happens Here, Too: Sexual Harassment In The Schools
By: Nan D. Stein
Education Week, November 27, 1991

Ex-Teacher Gets 10 Years In Jail
By: Daniel Tepfer
The Bridgeport Post, December 7, 1991

At Oxford, Dispute On Sexual Harassment Report
By: Justine De Lacy
The New York Times, May 26, 1984

Sexual Harassment On Campus
USA Today, August 28, 1984

Magazine Articles

Harassment In The Halls
By: Adrian Nicole LeBlank and "What Happening To You"
By: NOW Legal Defense And Education Fund's Project And Equal Education Rights And The Wellesley Center For Research On Women
Seventeen Magazine, September 1992

Out Of The Bedroom Closet
By: Robert L. Allen
Ms Magazine January/February 1992

Reading, 'Riting, And 'Rassment'
By: Katherine Lanpher
Ms Magazine, May/June 1992

Sex And your Body, Sexual Harassment
By: Debra Kent
Seventeen Magazine, November, 1991

Sexual Blackmail: Schools Get Serious About Harassment
By: Karen Fitzgerald
Ms Magazine, October, 1986

Books

Bitter Lessons For All: Sexual harassment In The Schools
By: Nan D. Stein, Eleanor Linn And Jackie Young For Inclusion In **Sexuality And The Curriculum**
Edited By: James T. Sears, Teacher's College Press, March, 1992

Sexual Harassment In The School: Preventing And Defending Against Claims
By: Naomi E. Gittins And Jim Walsh
National School Board Association, 1990

Who's Hurt And Who's Liable: Sexual Harassment In Massachusetts Schools: A Curriculum And Guide For School Personnel
Massachusetts Department Of Education, Bureau Of Operational Support, 1986

The Lecherous Professor: Sexual Harassment On Campus
By: Billie Wright Dzeich And Linda Winer
Boston: Beacon Press, 1984

Papers

Peer Harassment: Hassles For Women On Campus
By: Jean O'Gorman Hughes And Bernice R. Sandler
Project On The Status And Education of Women
Association Of American Colleges, 1988

Sending The Right Signals: A Training Program About Dealing With Sexual Harassment, Student Manual
Development Through Equity, The Center For Occupational Education
Jersey City State College

Cases

Franklin v. Gwinnett Country Public Schools, 117 L.Ed2d 208
1992

Pamphlets And Resources Lists

In Case Of Sexual Harassment: A Guide For Women Students
Center For Women Policy Studies

Sexual Harassment In The Classroom
Occupational Education Equity Center
Project Voice/Move

Sexual Harassment: Research And Resources, A Report-In-Progress
By: Deborah L. Siegel
Edited By: Susan Hallgarth And Mary Ellen S. Capek
The National Council For Research On Women, 1991

Tune In To Your Rights. . . A Guide For Teenagers About TURNING OFF Sexual Harassment
Program For Educational Opportunity, 1985

Annotated Bibliography On Sexual Harassment In Education
By: Phyllis L. Crocker
Rutgers Law School With NOW Legal Defense And Education Fund, 1982

Surveys

National Campus Violence Survey General Report
Center For The Study And Presentation Of Campus Violence, 1988

Resources Organizations

Dianne Floyd Sutton is a Human Resource Development Specialist who is an expert on sexual harassment across cultures. She is President of Sutton Enterprises which does consult work on community and civil training.

Workshops are available that include information on sexual stereotypes within the U.S., international news on sexual harassment, and preventing and analyzing sexual harassment.

Sutton Enterprises
5702 Colorado Avenue., N.W.
Washington, DC 20011
(202) 723-6870